

Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

Victor Elementary School District (VESD) was established in 1896, starting as a one -room school house located in the high desert region of San Bernardino County. VESD is now comprised of 18 schools, including two charter schools, serving nearly 11,895 students from transitional kindergarten through sixth grade.

The VESD student community demographics include:

Hispanic 64.44%

African American 17.84%

White 11.77%

Asian 1.4%

Multiple 1.97%

American Indian 1.05%

Pacific Islander 0.63%

The VESD subgroup demographics are:

-Socio-economically Disadvantaged: 10,295

-English Language Learner: 1,928

-Special Education: 1,459

-Homeless: 554

-Foster Youth: 222

VESD serves our community by offering strong academic opportunities that are both rigorous and relevant. Our vision states that VESD provides a path to success for all students to define their own future as lifelong learners. Our mission is that VESD is dedicated to each student developing foundational, educational skills through a holistic approach for all.

We persistently grow and adapt to meet the needs of our students and our community through great initiatives and programs in the district. Through a collaborative process, which involved our stakeholders, we have identified areas we will continue to focus on in order to ensure sustainable academic and social- emotional progress. In order to support these identified areas of need, our Board has adopted 3 goals:

1. -All students will develop foundational educational skills.
 - *All students will read at or above grade level by 3rd grade.
 - *All students will have an attendance rate of 95%.
 - *All students will respond positively at a rate of 95% on the SEL survey.
2. All staff will use a holistic approach to support foundational educational skills for all students.
 - *Ed Services plan that includes all academic subject areas and SEL.
 - *All MTSS teams will have academic and SEL data to inform the use of tiered interventions.
- 3. VESD will support an educational team that includes students, staff, and families.
 - *All parents are actively engaged with their child's school.
 - *All schools will ensure all families have access to needed resources.

As we strengthen our effectiveness and efficiencies in reaching these goals, we believe our school district will increase student achievement. Victor Elementary School District (VESD), and the community it serves, has felt the impact of COVID-19. VESD closed down in-seat instruction and moved to distance learning in the Spring of 2020. Student learning was impacted with inconsistencies and a need for structure as we rapidly transitioned from an in seat model to full distance learning. Every academic and operational function within VESD had to be reviewed and revised to align with the implementation of any model of instruction (full distance learning, hybrid, and in seat), so that we could be responsive to the data within our county and comply with local and state requirements for safety.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Some of VESD's academic and operational successes include:

VESD reclassified 255 English Language Learners which is 11.6% of our English Learner student population.

Sites and the district were able to hold 6 days of professional development for all certificated staff based on data and student needs. 3 district-wide professional development days were provided for all classified staff.

All sites held two parent conference weeks in 2020-21.

Our para educators were provided weekly training and meetings to build capacity to provide instruction online.

Our schools were able to hold their monthly School Site Councils, Parent Teacher Organizations, and ELAC meetings in person and online after school closures due to Covid.

Up until our school closures in Spring 2020, our Family Resource Center had 6,168 walk ins and 589 parents attended classes. During 20-21, 33 parent classes were held and 547 parents attended.

We met monthly with our 6 LCAP committees throughout the year that include the Budget, DAC, DELAC, AAEC, Quality Works, and Foster Youth teams. We also developed a Re-opening Committee to support our transition planning for opening up in 2020-21.

VEDS maintained MTSS teams at all 16 schools sites which include the Principal, School Psychologist, On Site Instruction and Curriculum Coordinator, and School Safety Coordinator to monitor student engagement, SEL, and academic achievement and/or needs.

VEDS has 9 Assistant Principals who supported the MTSS work and also ran all intersessions along with with summer school to support at risk students.

We have 3 school resource officers (SROs) who supported well checks, finding missing students, connecting families with resources, and serving as liaisons between schools and homes.

24 administrators trained in the National Institute for School Leaders (NISL).

VEDS staff offered 15 guided reading trainings in to 2020-21 school year. Guided reading online resources were provided to 100% of our schools.

A distance learning framework was developed and provided for all certificated staff with identified power standards for a more focused approach to remote instruction.

The power standards development process was derived from a formula and completed with the input of approximately eighty teachers in grades TK-6 district-wide.

District-wide benchmarks were administered to all students K-6 two times during the 2020-21 school year. A benchmark assessment guide was developed to provide support for teachers with directions and sample tests.

The Assessment and Reporting Committee (ARC) continued as a way for grade levels to provide feedback on the assessments and resources. All grade levels held at least 3 meetings during 2020-21.

Our Start of the Year units were rewritten with synchronous and asynchronous activities to support student engagement in distance learning and hybrid models of instruction.

VEDS purchased a therapy platform to ensure all students received continued speech services to meet the goals of their individualized education plans (IEPs).

99.7% of parents reported a positive participation at their child's IEP meeting as reported by SELPA in 19-20.

VEDS completed our annual social-emotional learning (SEL) survey with students in grades 3-6. 86% of our students had a “no risk” rating on the SEL survey.

School psychologists had an online platform to provide SEL to students at 18 schools.

We provided 2 resident subs per school site to provide consistency during the absence of teachers and to assist with the academic program as needed.

Our Foster Youth Committee held two nightly events to engage foster youth and their families.

In person student screenings and assessments continued throughout the year including vision, hearing, SPED assessments, ELPAC, etc.

We purchased and distributed 1:1 devices (3,400 in total) for all students in transitional kindergarten through first grade. Hot spots were purchased to support families with internet connectivity to participate in school remotely.

Our technology department provided a "help desk" to give families immediate help with technology needs.

VEDS upgraded all air filters to the highest efficiency possible and purchased enough to replace them three times a year. Bipolar ionization units were installed on all air conditioning units.

VEDS maintained a Community Meal Service program offering weekly meal pick ups every Tuesday and Friday during the 2020-21 school year. VEDS served a total of 1,248,677 meals to students, including hot meals from July 2020 to March 2021.

PPE (i.e., face coverings, gloves, shields) and supplies (sneeze guards, sanitizer, wipes, etc.) were purchased and provided to all VESD sites and district buildings. Hand sanitizing stations as well as no touch thermometers were purchased for safety and are located at all VESD sites.

VESD developed standard operating procedures (SOPs) for the consistent use of safety protocols throughout the district.

All sites passed Williams' and site criteria in 19-20, including teacher assignments, standards aligned instructional materials and school facilities in good repair. This includes Williams and School Accountability Report Cards SARC's. 100% of students have access to all areas of study.

Our annual staff results show that 95.84% responded favorably.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Some of VESD's academic and operational needs include:

Some student events were cancelled or postponed because we could not do them in person such as the career fair, robotics, Junior Olympics, field trips, etc. VESD found new ways to host events while following the guidelines for safety. Research and samples were created to help staff access more online enrichment activities. Examples include our Ed Services team videotaping different community members and offering a career event online. Our Pupil Services department hosted drive thru Foster Youth events for families and students where supplies were provided and then families logged into a Zoom session to complete art projects together. The District revised our Learning for All plan to provide incentives for creative parent involvement solutions.

Our attendance/participation rate is 93.85% in 2020-21. Despite the outreach and support, there are some families and students who struggle to engage during synchronous learning time. Our MTSS team and SROs have completed over 100 home visits to find students and try re-engage families. Small cohorts with in person instruction was started and students most at risk were provided the first opportunity to attend. There is a focus on SEL along with targeted academic supports in small cohorts.

Our enrollment was down in 2020-21, especially in TK and kindergarten. We need a plan to communicate with families and ensure enrollment of students. Sites will develop a plan to address learning loss in their school plans for student achievement (SPSAs).

5 of our school sites began to prepare for satellite Family Resource Centers (FRC) with a planned opening in 2020-21. However, only 1 of 5 schools offered parent outreach online through the satellite FRC. We will collaborate with the sites to ensure they have a plan noted in their annual SPSA with targeted steps for outreach.

We held limited professional development during the day to minimize teacher time away from their students online. This impacted some participation as trainings were primarily held in the afternoons and on Saturdays. We need to develop a plan to support staff with additional training during 2020-21. The Ed Services team will conduct a survey of staff for input and develop a plan that includes some daytime opportunities for training that follow the guidelines for safety.

VESD provided learning loss opportunities online during intersessions in 20-21. We need to offer an extensive in seat learning loss program that includes summer, Saturdays, and intersessions. The Ed Services team is planning summer school following a focused guided reading

model and enrichment through STEAM activities. We will survey interested staff and plan to maximize student enrollment. This plan can continue on Saturdays and intersessions as well.

While a comprehensive benchmark assessment system was developed for ELA and Math, participation by some students was limited. We need to develop a communication plan and additional supports to ensure all students can complete benchmark testing in any learning model. Principals will need to monitor and ensure testing takes place throughout the window and target outreach to families/students who have not completed the benchmarks. Benchmarks will be administered quarterly in 21-22. There is a discrepancy between site running record reports and student performance on benchmarks. All data needs to be reviewed and a plan developed at each site to ensure students participate and actively engage in the completion of the benchmarks. A plan for running record training, guided reading, and learning loss needs to be developed at each site and incorporated in their SPSAs. Monthly Comprehensive School Improvement (CSI) meetings have been productive and the model will be used to support all sites.

The 20-21 benchmark data in ELA and math are:

The number of students scoring 3 and 4 on District ELA Benchmark in 3-6th is 9.48%.

The number of students scoring 3 and 4 on District Math Benchmark in 1-6th is 22.65%.

The number of students scoring I and Higher on Running Records in 1st is 25.71%

The number of students scoring M and Higher on Running Records in 2nd is 33.73%.

Our African American students scored 77.4 points below standard in ELA and 103.6 points below standard in math on the California Dashboard in 2019-20. Our African American Engagement Committee continued to meet monthly and set goals, review data, and provide feedback. Based on the feedback from our committee, VESD administration has begun training on equity and diversity to prepare our leaders to train their sites and departments so that we can better meet the needs of our African American students.

VESD completed our annual SEL survey. 86% of our students had a “no risk” rating on the SEL survey, and we'd like to increase the number of students with "no risk" through our work with MTSS teams in collaboration with staff on sites. We contracted with Care Solace concierge SEL services. 1,392 families inquired for services. There have been almost 7,000 communications with families to connect them to support. There have been 230 "warm" hand offs and 99 students are in care. This is a 43% utilization rate. We want to increase the numbers of families accessing services and supports through Care Solace through MTSS outreach.

2,402 career projects were completed leading up to the spring of 2020. Results were impacted due to the pandemic and school closures, and we need to support student planning for future careers in any learning model. The career curriculum has been rewritten to include synchronous and asynchronous activities.

Technology has become a large need both at home and in class for student learning. While we purchased safety cases to minimize breakage, VESD needs a plan for technology that allows for any model of instruction. VESD needs a long term plan for internet supports as hot spots demonstrated some challenges with connectivity for families.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The LCAP was written based on feedback from our 6 LCAP committees and stakeholders. The trends (listed on page 8) have been analyzed and below are the key features to address them in the 2020-21 LCAP. According to input from our stakeholders, we will continue

actions from previous LCAPs. Additionally, some new recommendations based on our data were made, and are key features in the 2020-21 school year.

1. Investing in extra time/strategies for assisting students with academics. This is addressed through expanded learning opportunities for students that include summer school, Saturday school, and intersessions with a focus on guided reading, SEL, and STEAM activities. This is addressed through the expansion of our Assistant Principals (1 at each site) who can develop and implement these programs.
2. Addressing the broad range of social-emotional needs our students will have when they return to school in an in-seat model. This is addressed by maintaining a school psychologist at each site and administering a district developed SEL survey to provide tiered interventions as determined by the MTSS team. Professional development is continually provided for staff on social emotional learning.
3. Addressing equity to include professional development for staff. This is addressed through the development of a program to support equity and diversity with wrap around services at each site using internal and external resources to address the needs of our underperforming subgroups.
4. Improving family communication and home-school relationships. This is addressed through expansion of our family outreach through satellite Family Resource Centers at school sites to provide families with more access to services and training.
5. Long term plans and supports for families choosing to stay on distance learning models. This is addressed by increasing student access to technology and access to standards/curriculum by providing a Chromebook at home and at school along with needed technology support. Models of instruction with samples have been provided.
6. Early onboarding and supports for TK and Kindergarten students. This is addressed through the expansion of our Assistant Principals (1 at each site) who can develop and implement this program.
7. Including enrichment activities for students along with the academics. This is addressed through site-based funding to provide enrichment including the arts, science, and technology, etc.
8. Assuring the physical safety of our staff and students. Our stakeholders recommended keeping the school resource officers and they have an expectation for our facilities to be exemplars, especially during the pandemic.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

The Victor Elementary School District (VESD) has 6 schools in Comprehensive Support and Improvement (CSI). These schools include Del Rey Elementary, Brentwood Elementary, Village Elementary, Green Tree East Elementary, Puesta del Sol Elementary, and Challenger School of Sports and Fitness Elementary. All six schools in CSI were identified due to their low ELA results showing that students were reading significantly below grade level. Del Rey had implemented an evidence-based intervention with guided reading the previous year which yielded strong results. All six schools, in working with their stakeholders, determined that this evidence-based intervention was critical

to increase literacy. Resource inequities were identified in all six school site plans. Stakeholders were able to review the resource inequities and determine root causes. The evidence-based intervention was determined as a need to address the resource inequities.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

VESD has collaborated with all six CSI schools in the development of their SPSA and CSI plan. A needs assessment was conducted using the results from the California Dashboard in chronic absenteeism, suspensions, CAASPP math, CAASPP ELA, and ELPAC. Site-based leading indicators and district benchmarks were also analyzed. VESD supported schools in identifying resource inequities through collaborative meetings and data analysis supports including attending County Office of Education CSI meetings. The district supported the examination of resource inequities through analyzation of data at both the district and site level including results, achievement gaps, disproportionality by subgroups, and expenditures. Once each site identified their resource inequities, they were written into each site plan which was then taken to the Board of VESD for approval. The site-based needs assessments were conducted with parents and staff during ELAC meetings, School Site Council meetings, Principal meetings, and staff meetings. Additional input was gathered from students, parents, and staff from annual surveys. Our Superintendent conducts student collaboration and feedback meetings at each site. This information was also shared with stakeholders. Each of the six sites ensured stakeholders provided input on the plan by reviewing the results and making recommendations on the SPSA and CSI plan. Each principal of a CSI school meets monthly with Cabinet to develop, review, and refine the plan. During these meetings, potential service providers were vetted along with supports that are evidence-based, and information was communicated back out with stakeholders. Resource inequities were discussed and addressed through the CSI plan by reviewing expenditures, training, and outcomes that address their sites' particular needs. To ensure that evidence based interventions were used, the sites had to generate a proposal and research programs, tools, etc. including the research and results behind them. These proposals were reviewed by Cabinet ensuring that they align with our Board policy and administrative regulations for the use of external providers when necessary and that they were aligned to the needs of each school.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Monthly monitoring meetings with Cabinet and the six site principals will be conducted for the entire year. At these meetings we will review progress monitoring results to address inequities, their SPSA and CSI plans, and budget. Cabinet will continue to collaborate with each sites' MTSS team and conduct Zoom walk throughs to ensure alignment with the SPSA and CSI plans is evident. Squad leader visits that include SPSA and CSI plan reviews and class Zoom walk throughs take place monthly. Cabinet collection of leading indicator data from the site will take place monthly. This data will include the site's MTSS team findings and plans for next steps. VESD has adopted running record benchmarks (based on the program that the CSI schools are using) in reading that will provide on-going progress monitoring throughout the year. Teachers will share results of running records on a regular basis with students and parents to provide specific feedback for improvement. The Squad leader, Cabinet, School Site Council, stakeholders, and staff will review the site data monthly to determine the effectiveness of the guided reading program and address resource inequities. Trimesterly reviews of the CSI plan and SPSA occur with the

stakeholders including a data analysis, progress monitoring, and review of resource inequities. At this time, the site teams then take the recommendations from the stakeholders and can make adjustments to the plans.

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Victor Elementary School District (VESD) has regularly involved stakeholders in our continuous improvement cycle. For over twenty years, VESD has surveyed students, parents, staff, and community members. The results from these surveys have been shared in our annual strategic planning process, now called Strategic Study, which has involved staff, parents, community members and students. This year, VESD also held a vision and mission study to review our vision, mission, and goals. With the onset of the Local Control Funding Formula, VESD has adapted its planning process so that it is ongoing throughout the school year. VESD currently has multiple committees in which the members encompass all stakeholder groups including representatives for our English language learners, foster children, low income students, classified employees and certificated employees including their Bargaining Unit Officers, confidential employees, administration, principals, and community members. The total amount of unduplicated participants in our committees is over 100. All committees come together annually at VESD's Strategic Study to review data (survey results, academic results, budget, etc.), discuss results, and provide input for ongoing improvement. Each of these groups give input and will continue to give input to VESD's Local Control Accountability Plan throughout the school year. VESD principals come together and meet monthly as a stakeholder group. In addition, they take information back to their school sites to share with their stakeholders through their own Site Councils, English Learner Advisory Committees, PTA/PTO/Booster Clubs, parent newsletters, staff meetings, etc. VESD Cabinet keeps consistent communication with its Certificated and Classified Bargaining Unit leaders, who are also participants on the committees. VESD works with and receives input from outside agencies on a regular basis, such as SELPA, CSEA, VETA, Think Together, Public Works, City of Victorville, BEARS (Benefit Everyone, Assist Recreation and Sports), The Greater High Desert Chamber of Commerce, Rotary, Kiwanis, Assistance League (Operation School Bell), Mourning Sun, United Way, Horace Mann, High Desert Homeless Shelter, San Bernardino County office of Education, Riverside County Offices of Education and Victor Elementary Education Foundation. The continuous improvement cycle goes on throughout the school year. As the committees receive information such as survey results, academic results, etc., they are asked for input on how to improve the results. The description/activities of each group are as follows:

Mission/Vision Study: Representation of VESD staff including certificated, classified, bargaining unit representation, confidential, and management attended the mission and vision study on 10/21/20 and 10/22/20. Attendees used a process to review VESD data and make a recommendation on updated mission, vision, and goals. These recommendations have been shared with our LCAP committees, department meetings, classified and certificated staff for additional feedback. Finalized recommendations will be taken to the Board for approval and implementation in the 2021-22 LCAP.

District Advisory Committee (DAC): Consists of parents, community members, teachers, classified and management. Committee members provided feedback for the Local Control Accountability Plan during their meetings. Committee members discussed the LCAP feedback. DAC met on 9/6/20, 10/21/20, 11/11/20, 11/18/20, 2/24/21, and 4/28/21.

District English Learner Advisory Committee (DELAC): Parents and staff were educated on the reporting system for ELPAC results, California State Standards, and distance learning. At these meetings, community resources were shared that included the Victorville Public

Library literacy programs and Family Resource Center programs. Parents and staff provided feedback on the LCAP. DELAC met on 8/6/20, 9/15/20, 10/6/20, 11/10/20, 12/8/20, 1/12/21, 2/23/21, 4/13/21, and 5/11/21.

Budget Advisory Committee (BAC): Committee members (certificated, classified and management employees) provided feedback for the Local Control Accountability Plan during their meetings. A subgroup of the BAC attended the Governor's budget workshop presented by School Services of California on 1/15/21. BAC met on 8/6/20, 10/5/20, 11/2/20, 1/4/21, 2/1/21, 4/5/21, 5/3/21, and 6/7/21.

Quality Works (QW): One of our six committees that gives input on the Local Control Accountability Plan. This committee consists of employees, with equal numbers of classified, certificated, and management, as well as one confidential employee. Quality Works not only gives input to the LCAP but also works on district systems through a Plan Do Study Act cycle. QW met on 8/5/20, 9/14/20, 10/19/20, 11/2/20, 12/14/20, 3/8/21, 4/12/21, and 5/10/21.

Foster Youth Advisory Committee (FYAC): Consists of classified, certificated, administrators, psychologists, community members, parents, students and representatives from local agencies participated in the FYAC. We focused on accomplishing committee goals, continued to refine processes to expedite services/supports for Foster Youth, and collaborated about community resources. The committee also was involved in FYAC outreach, provided LCAP feedback, and hosted events for foster youth students and their families. The committee met on 8/7/20, 10/1/20, 1/9/21, and 4/8/21. FYAC hosted events on 12/15/20, 12/16/20, and 4/22/21.

African American Engagement Committee (AAEC): AAEC consists of classified employees, certificated employees, managers, confidential employees, community members, and parents. AAEC was established because VESD recognizes a need to engage our parents to collaborate, gather input, and learn how we can support our African American students to reach their full potential. The AAEC focused on goal setting, emergency communication, MTSS, and LCAP feedback. AAEC met on 8/7/20, 9/24/20, 10/29/20, 11/12/20, 1/14/21, 2/9/21, 3/11/21, 4/15/21, and 5/13/21.

A summary of the feedback provided by specific stakeholder groups.

There were several key trends, input, and ideas in the feedback received from all of our stakeholder groups in 2020-21. These include:

1. Investing in extra time/strategies for assisting students with academics.
2. Addressing the broad range of social-emotional needs our students will have when they return to school in an in-seat model.
3. Addressing equity to include professional development for staff.
4. Improving family communication and home-school relationships.
5. Long term plans and supports for families choosing to stay on distance learning models.
6. Early onboarding and supports for TK and Kindergarten students.
7. Including enrichment activities for students along with the academics.
8. Assuring the physical safety of our staff and students.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

The LCAP was written based on feedback from our 6 LCAP committees and stakeholders. The trends (listed on page 8) have been analyzed and here are the key features to address them in the 2020-21 LCAP. Based on the feedback from stakeholders, we added some targeted action steps and changed some of our metrics. According to input from our stakeholders, we will continue actions from previous LCAPs. Additionally, some new recommendations based on our data and stakeholder input, were made and are key features in the 2020-21 school year.

1. Investing in extra time/strategies for assisting students with academics. This is addressed through expanded learning opportunities for students that include summer school, Saturday school, and intersessions with a focus on guided reading, SEL, and STEAM activities. This is addressed through the expansion of our Assistant Principals (1 at each site) who can develop and implement these programs. Our stakeholders responded to our district-wide and our intersession surveys and asked for these expanded learning opportunities to continue and be developed to include STEAM, etc.
2. Addressing the broad range of social-emotional needs our students will have when they return to school in an in-seat model. This is addressed by maintaining a School Psychologist at each site and administering a district developed SEL survey to provide tiered interventions as determined by the MTSS team. Professional development is continually provided for staff on social emotional learning. Our stakeholders have provided feedback that they appreciate the support provided by our school psychologists and in getting real time support. The wait time has dropped drastically for student interventions.
3. Addressing equity to include professional development for staff. This is addressed through the development of a program to support equity and diversity with wrap around services at each site using internal and external resources to address the needs of our underperforming subgroups. Our stakeholders, specifically our African American Engagement Committee, continue to express the need for biases to be addressed and increase academic rigor and SEL supports for students.
4. Improving family communication and home-school relationships. This is addressed through expansion of our family outreach through satellite Family Resource Centers at school sites to provide families with more access to services and training. Our stakeholders have embraced our FRC. However, many have requested these same supports at their local school sites to increase access and build relationships with their school teams.
5. Long term plans and supports for families choosing to stay on distance learning models. This is addressed by increasing student access to technology and access to standards/curriculum by providing a Chromebook at home and at school along with needed technology support. Models of instruction with samples have been provided. Currently, 30% of our families are electing to remain on distance learning vs. moving into the hybrid model. On-going supports for instruction will be needed.
6. Early onboarding and supports for TK and Kindergarten students. This is addressed through the expansion of our Assistant Principals (1 at each site) who can develop and implement this program. Due to a lack of preschool availability, stakeholders are looking to VESD to support early education through enrollment, communication, and instruction.
7. Including enrichment activities for students along with the academics. This is addressed through site-based funding to provide enrichment including the arts, science, and technology, etc. Our stakeholders enjoy the enrichment opportunities to connect learning to real world experiences. They noted the absence of these experiences during school closures and requested that they be implemented again to support students.

8. Assuring the physical safety of our staff and students. Our stakeholders recommended keeping the school resource officers and they have an expectation for our facilities to be exemplars, especially during the pandemic. Our SROs have developed a good working relationship with our families and students.

Goals and Actions

Goal

Goal #	Description
1	All students will develop foundational educational skills.

An explanation of why the LEA has developed this goal.

This goal was developed as a direct result of our ELA and math results on the California Dashboard (19-20) and our local measures including ELA and math Benchmarks (20-21), SEL survey, and running records. Our PDSA and refinement of our vision and mission also included establishing goals that are specific our current needs. Our stakeholder feedback also indicated a concern around our student academic and social-emotional growth. Student growth was impacted by the pandemic and closure of schools.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Reduce chronic absenteeism (10% or more absences). Reduce by 3% each year. State Priority 5: Pupil Engagement, Chronic Absenteeism Rates	19/20: 17.4% (down .3% from 18/19) of our students were chronically absent based on district data. The CA Dashboard will be used moving forward.				Chronic absenteeism will be 8.4%.
Learn on a safe and orderly campus. 100% of sites will pass Williams criteria (including teacher assignments,	19/20: 100% sites passed Williams criteria and SARCs based on County data.				100% of sites passing Williams criteria and SARCs. Staff, parent, and student survey results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
standards aligned instructional materials and school facilities in good repair) and completion of SARCs. -Staff, parent, and student survey results on safety will be at 90% or above. State Priority 1: Teacher Assignments, Student Access to Standards -aligned Instructional Materials, and Facilities in Good Repair State Priority 7: Course Access	Survey results based on district surveys: Student survey question: "I feel safe at my school." Parent survey question: "I feel my child is safe at school." Quality check survey question: "My work environment is safe, clean, and well maintained." Students: 92.45% Parents: 94.15% Staff: 95.84% Based on district data.				on safety will be at 90% or above.
Access to Standards -aligned instructional materials. 100% of students will have access to standards -aligned materials in the Williams annual review and district review. State Priority 1: Teacher Assignments,	19/20: 100% of students had access to standards aligned materials. Based on County and district data.				100% of students will have access to standards aligned materials.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student Access to Standards -aligned Instructional Materials, and Facilities in Good Repair					
Teacher Assignments 100% of teachers assignments will be appropriately assigned to classes based on their credential in the Williams annual review. State Priority 1: Teacher Assignments, Student Access to Standards -aligned Instructional Materials, and Facilities in Good Repair	19/20: 100% of teachers were appropriately assigned to classes. Based on County and district data.				100% of teachers appropriately assigned to classes.
Career student projects will increase by 25% per year. State Priority 8: Other Student Outcomes	19/20: We had anticipated building on the completion rate of 4,491 in 18/19. Due to the pandemic, our completion rate was 1,962 in 19/20.				4,500 completed career projects.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Based on district data.				
100% of students will be placed in correct classes with programs and services developed to meet all academic areas. Priority 7: Course Access	100% of student are placed in correct and appropriate classes. Based on district data.				100% of student are placed in correct and appropriate classes.
SBAC ELA results will increase by 5 points annually. SBAC Math results will increase by 5 points annually. State Priority 2: Implementation of State Standards State Priority 4: Pupil Achievement, Statewide Assessments	2019: ELA (orange): 45.2 points below standard, maintained - 1.2 points based on the CA Dashboard. Math (yellow): 66.3 points below standard, Increased 4.7 points based on the CA Dashboard.				SBAC ELA: 30.2 points below standard SBAC Math: 51.3 points below standard
English Learners will increase progress towards proficiency by 2% each year.	2019: ELPAC results show 41.5% EL students making progress towards English				ELPAC results show 48% EL students making progress towards English language proficiency.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Priority 4: Pupil Achievement, Statewide Assessments	language proficiency based on the CA Dashboard.				
Decrease suspension rate. Reduce suspensions by 1% each year. State Priority 6: School Climate	19/20: 5.3% of our students were suspended based on DataQuest and the CA Dashboard.				Suspension rate will be 2.3%.
Increase number of students reporting "low risk" on the student SEL survey by 3%. State Priority 5: Student Engagement State Priority 6: School Climate	20/21: 86% of our students report "low risk" on the SEL survey based on district data.				95% of our students will be "low risk" on the SEL survey.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Social Emotional Support for Students	Continue with site-based School Psychologist to provide support to students with significant needs, counseling, SEL, and assessment.	\$1,364,620.00	Yes

Action #	Title	Description	Total Funds	Contributing
2	Safe Facilities	Maintain and improve facilities to maximize efficiency and effectiveness of resources to include necessary staffing adjustments and deferred maintenance costs; update equipment based on needs analysis.	\$1,000,000.00	No
3	Standards Aligned Curriculum and Site-based Planning	Provide instructional resources (e.g., materials, supplies, technology) to support teaching and learning for students that reflect instructional practices associated with the California State Standards, 21st Century Skills, and social emotional learning as described in each SPSA, including: - Funding to sites for use in supporting their student needs in purchasing English Language development materials (LCFF, Lottery, Title I). - Site directed funds to support research based and targeted intervention programs, as recognized in site plans (SPSA).	\$6,706,423.00	Yes
4	Class Size Reduction	Support reduced class sizes in grades TK- through 3.	\$1,119,160.00	Yes
5	Technology and Support	Based on the technology needs, continue investment and support for classroom technology and infrastructure (e.g., computers for teachers, students, administrators and software) along with the needed technology department staff.	\$1,600,486.00	Yes
6	Learning for All Plan and Site Recognition	Provide sites with Learning for All plan (LFA) incentive funds to recognize and reward student progress and achievement.	\$200,000.00	No
7	Campus Safety	Continue to provide an eight hour School Safety Coordinator and associated costs at each school site. These classified managers oversee the physical plant, noon duty supervisors, and operations at each school site.	\$1,366,067.00	Yes

Action #	Title	Description	Total Funds	Contributing
8	Careers and Extended Opportunities	Provide resources to support activities such as Robotics, Young Authors, Junior Olympics, and Career Curriculum to enhance interest in future careers and opportunities.	\$75,000.00	No
9	Staffing and Data Analysis	Continue to fund additional positions and student data resources to support LCAP needs.	\$127,181.00	Yes
10	Assistant Principals	VESD will maintain 9 Assistant Principals to assist Principals in meeting the needs of our unduplicated students with positive behavior interventions, communication with families, overseeing expanded learning opportunities (i.e. summer school, intersession, and Saturday's) assisting families, and ensuring the principal gets into the classrooms as an instructional leader.	\$1,770,308.00	Yes
11	English Language Learner Support	Continue Bilingual Aides as district directed positions to support ELPAC and reclassifications.	\$538,470.00	Yes
12	Student Experiences and Field Trips	Continue to provide real world experiences through field trips aligned to California State Standards, 21st Century learning, and the VESD Careers Curriculum.	\$114,260.00	Yes
13	Expanded Learning Opportunities	Provide summer school, Saturday school, and intersessions to support students with academic and social emotional needs including curricular planning and staffing.	\$1,539,401.00	Yes
14	Foster Youth Outreach	Continue to expand foster outreach to include 3 family nights a year. Outreach activities vary from year to year.	\$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
15	Quadrant Schools of Choice	Continue to support schools of choice and equity for all students by providing transportation to allow students to access diverse offerings.	\$2,774,030.00	Yes
17	Student Health	District Nurse (2nd on staff) and contracted services to meet student health and safety needs.	\$384,358.00	No
18	Increased Instructional Minutes	Provide instructional minutes beyond the Ed Code minimum. Many of VESD's unduplicated Transitional Kindergartners and Kindergartners are coming to school without the benefit of preschool. Extending the school day for TK and K allows our teachers to work towards helping our students close the achievement gap.	\$1,373,540.00	Yes
19	Develop Distance Learning Plan	Monitor number of students in distance learning to determine the on-going need. Develop a plan to address the need based on student data and build the program.	\$102,308.00	No
20	Administrative Oversight	Administrative oversight of actions and services to support all students in meeting their full potential.	\$264,181.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
2	All staff will use a holistic approach to support foundational educational skills for all students.

An explanation of why the LEA has developed this goal.

This goal was developed as a direct result of our ELA and math results on the California Dashboard (19-20) and our local measures including ELA and math Benchmarks (20-21), SEL survey, and running records. Our PDSA and refinement of our vision and mission also included establishing goals that are specific our current needs. Our stakeholder feedback also indicated a concern around our student academic and social-emotional growth. Student growth was impacted by the pandemic and closure of schools.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Professional Development 80% or more of the staff completing PD will respond positively to the survey question on implementation: "How confident are you in implementing what you've learned?" State Priority 2: Implementation of State Standards for all students, English Learner access to CCSS and ELD Standards	20/21: Spring 2021: 81% of respondents said "yes." Based on district data.				80% or more of the staff completing PD will respond positively to the survey question on implementation.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Career student projects will increase by 25% per year. State Priority 8: Other Student Outcomes	19/20: We had anticipated building on the completion rate of 4,491 in 18/19. Due to the pandemic, our completion rate was 1,962 in 19/20. Based on district data.				4,500 completed career projects.
Benchmark assessment overall student scores of 3s and 4s combined will increase by: 7% in Math per year 10% in ELA per year State Priority 4: Pupil Achievement (Pupil Outcomes)	20/21: Math: 22.22% of students scored a 3 or 4 ELA: 9.63% of students scored a 3 or 4 Based on district data.				Math: 43.22% of students will score a 3 or 4 ELA: 39.63% of students will score a 3 or 4
Students reaching end of year goal on grade level Running Records assessments in grades 1 and 2 to increase by: 14.85% per year first grade	20/21: First graders at/above end of year goal (level I): 25.74% Second graders at/above end go year goal (level M): 33.91%				First graders at or above grade level: 70.29% Second graders at or above grade level: 73.51%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
13.22% per year second grade State Priority 4: Pupil Achievement (Pupil Outcomes)	Based on district data.				
Increase number of students reporting "low risk" on the student SEL survey by 3%. The overall percentage includes questions about student trust, engagement, and school climate. State Priority 5: Student Engagement State Priority 6: School Climate	20/21: 86% of our students report "low risk" on the SEL survey based on district data.				95% of our students will be "low risk" on the SEL survey.
Staff and parent survey results on schools will be at 90% or above. State Priority 2: Implementation of State Standards	19/20: Parent survey: "I have a clear understanding of my school's focus and trust my school is using innovative strategies." Quality check survey: "I have the tools that				Staff and parent survey results on schools will be at 90% or above.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	are required to do my job." Quality check survey: "I have the training that is required to do my job." Parents: 94.96% Quality check: 96.58% Quality check: 98.29% Based on district data.				

Actions

Action #	Title	Description	Total Funds	Contributing
1	Certificated Professional Development	Provide 6 days (out of 186 work days) of professional development for all Certificated staff. Each school site will determine the focus of professional development, based on data and student needs.	\$3,424,630.00	Yes
2	Classified Professional Development	Professional development for classified staff, all classified subs, NDS, and certificated subs to include 21st Century Learning Skills, Student Resiliency and Multi-tiered Systems of Support (MTSS) to improve the classified staff's role in relation to students.	\$829,835.00	Yes
3	Collaboration Time	Continue to provide weekly collaboration time for certificated staff with some minimum days each month dedicated to district provided professional development. The first Friday of each month will be a District Professional Development Day.	\$8,455,034.00	Yes

Action #	Title	Description	Total Funds	Contributing
		- One Friday per month will be used for collaboration directly related to District training. Grade level teams shall provide brief feedback to the principal. - The remaining Fridays will be split equally between collaborations and professional responsibilities. Grade level teams shall provide brief feedback for each Friday PM Planning Day to the principal. Ten (10) minimum days will be used for parent involvement (Parent-Teacher Conferences).		
4	New Teacher Induction	Provide a comprehensive and extended teacher induction to provide our new teachers with tools and training that help them to engage all students.	\$278,032.00	No
5	District Support Specialist Training	Continue professional development and collaboration provided by Support Specialists (district-wide training, new teacher induction, EL training, Friday planning and training).	\$784,333.00	Yes
6	Equity and Diversity	Develop a program to support equity and diversity with wrap around services at each site.	\$332,249.00	Yes
7	Administration Onboarding	Continue to provide onboarding to VESD administrators (facilitation, Depth of Knowledge (DOK), district and state assessments, NISL, and 21st Century, etc.).	\$25,000.00	Yes
8	District Stakeholder Involvement	Stakeholder training to support LCAP committees and goals.	\$49,141.00	Yes
9	Student Teacher Residency Program	Implement position with graduate university to support masters and credential program through student teacher residency.	\$102,308.00	No

Action #	Title	Description	Total Funds	Contributing
10	Administrative Oversight	Administrative oversight of actions and services to support staff in supporting students to meet their full potential.	\$265,309.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
3	VESD will support an educational team that includes students, staff and families.

An explanation of why the LEA has developed this goal.

This goal was developed as a direct result of our ELA and math results on the California Dashboard (19-20) and our local measures including ELA and math Benchmarks (20-21), SEL survey, and running records. Our PDSA and refinement of our vision and mission also included establishing goals that are specific our current needs. Our stakeholder feedback also indicated a concern around our student academic and social-emotional growth. Student growth was impacted by the pandemic and closure of schools.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent trainings at the Family Resource Center and school sites will increase by 25% annually. State Priority 3: Parental Involvement, Promotion of Parental Participation	20/21: 33 classes were held from Aug - March 2021. Based on district data.				Year 3: 65 classes
Reduce chronic absenteeism (10% or more absences). Reduce by 3% each year.	19/20: 17.4% (down .3% from 18/19) of our students were chronically absent based on district data.				Chronic absenteeism will be 8.4%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Priority 5: Pupil Engagement, Chronic Absenteeism Rates	The CA Dashboard will be used moving forward.				
SBAC ELA results will increase by 5 points. SBAC Math results will increase by 5 points. State Priority 2: Implementation of State Standards State Priority 4: Pupil Achievement, Statewide Assessments	2019: ELA (orange): 45.2 points below standard, maintained - 1.2 points based on the CA Dashboard. Math (yellow): 66.3 points below standard, Increased 4.7 points. Based on the CA Dashboard.				SBAC ELA: 30.2 points below standard SBAC Math: 51.3 points below standard
English Learners will increase progress towards proficiency by 2% each year. State Priority 4: Pupil Achievement, Statewide Assessments	2019: ELPAC results show 41.5% EL students making progress towards English language proficiency. Based on the CA Dashboard.				ELPAC results show 48% EL students making progress towards English language proficiency.
Parent Survey	19/20				Parent survey results will remain at 90% or above.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent survey results will remain at 90% or above. State Priority 3: Parental Involvement, Efforts to seek Parent Input, Promotion of Parental Participation	Parent Survey: "I am given the opportunity to be part of my child's education working together to help my child." Parent Survey: 92.47% Based on district data.				
Web IEP Parent Survey Parents of students with exceptional needs will respond "yes" when asked if they were able to fully participate in the IEP process. State Priority 3: Parental Involvement, Efforts to seek Parent Input, Promotion of Parental Participation	19/20: Web IEP Parent Survey: 99.7% said "yes." Based on Web IEP report and district data.				100% of parents of students with exceptional needs will respond "yes" when asked if they were able to fully participate in the IEP process.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Family Resource Center: Staffing and Materials	Based on the Family Resource Center needs and parent input, continue investment and support for parent classes along with the needed staff.	\$519,777.00	Yes
2	Family Resource Center: Community Outreach	Family Resource Center will provide community outreach (public health, mental health, dental, vision, flu shots, school supplies, and immunizations) to support families.	\$20,000.00	Yes
3	Family Resource Center: Computer Lab	Family Resource Center will continue to provide Technology Open Lab for parent and community use.	\$8,000.00	Yes
4	District Translators	Continue to fund 2 classified translators and associated costs.	\$207,163.00	Yes
5	Satellite Family Resource Centers	School sites will work in collaboration with the FRC to build satellite FRCs to support families with needed training and supplies.	\$100,000.00	Yes
6	Administrative Oversight	Administrative oversight of actions and services to support VESD partnering with families as they support their children in reaching their full potential.	\$15,598.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
32.95%	\$33,358,542

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Goal 1: Our low income students lack resources and experiences that provide social-emotional and academic skills and supports. Almost 20% of our students are English Language Learners. VESD is dedicated to providing them an emotionally and physically safe environment to learn English English as a second language. Our Foster Youth make up approximately 1% of our population in VESD. VESD is dedicated to creating a trauma sensitive environment where our Foster Youth can learn while overcoming and coping with their adversity. Therefore, all of our actions and services in Goal 1 are dedicated to the academic and social emotional success of the students in each of these subgroups.

1. Social Emotional Support for Students: Low income students make up 86% of our student population. Our MTSS teams have actively supported families during the pandemic and are aware of their needs in a tiered response system.
2. Safe Facilities: While this is not contributing, ensuring that our campuses are physically safe is very important to our staff and students for a safe return from distance learning.
3. Standards Aligned Curriculum and Site-based Planning: Low income students make up 86% of our student population. Providing integrated, evidence based materials that are standards aligned is important, especially in our hybrid model where in seat time is limited.
4. Class Size Reduction: The class size reduction allows more small group time for students including designated ELD for our English Learners and guided reading and math for our Foster Youth and low income students to address the achievement gap.
5. Technology and Support: Low income students make up 86% of our student population. Our MTSS outreach has shown that many low income families need support with connectivity, devices, and support in or order to address student learning in distance learning and/or hybrid models.
6. Learning for All Plan and Site Recognition: While this is not contributing, it does promote better results in academic, safety, parent involvement, and communication for all of our students.

7. Campus Safety: Low income students make up 86% of our student population. Our school safety coordinators have evolved due to the pandemic and support our low income students through a community feeding program, monitoring and outreach of attendance/participation, oversight of symptom checks/PPE/campus preparedness for hybrid and distance learning models. They also are part of the MTSS team and tiered interventions for low income families.
8. Careers and Extended Opportunities: While this is not contributing, it is offering opportunities to students and families who might otherwise not experience these events.
9. Staffing and Data Analysis: Low income students make up 86% of our student population. We have staffed several positions to analyze data such as social emotional, ELA/Math Benchmarks, state test, attendance, and behavior results. These results drive stakeholder input and our actions to support our low income students.
10. Assistant Principals: Low income students make up 86% of our student population. Based on our data, our low income students have academic and social emotional needs that Assistant Principals will support through expanded learning opportunities for students that include summer school, Saturday school, and intersessions with a focus on guided reading, SEL, and STEAM activities. They will also support early onboarding for TK and Kindergarten students.
11. English Language Learner Support: Bilingual Aides as district directed positions to support ELPAC and reclassifications of our English Language Learners.
12. Student Experiences and Field Trips: Low income students make up 86% of our student population and many of our English Language Learners are low income as well. Many of our low income students and English Learner students have limited experiences to develop language and make connections to their learning.
13. Expanded Learning Opportunities: Low income students make up 86% of our student population and many of our English Language Learners and Foster Youth are low income as well. As identified by our MTSS teams, these student needs and gaps exist in academic and social emotional learning. Provide summer school, Saturday school, and intersessions to support students with academic and social emotional needs including curricular planning and staffing.
14. Foster Youth Outreach: This targets our foster youth families to better connect with resources in our schools and each other through fun and engaging activities.
15. Quadrant Schools of Choice: This gives our low income students access to transportation to attend a school with a focus that interests them.
16. Public Relations and Outreach: Low income students make up 86% of our student population. Our student focus groups (consisting primarily of low income students), along with other stakeholder groups, have indicated that they feel safer with school resource officers on/around campuses. They have connected families with resources and taught classes to increased positive interactions.
17. Student Health: While this is not contributing, we have an increase in student health needs. It has become essential to increase our support to families and school sites for these students.
18. Increased Instructional Minutes: Low income students make up 86% of our student population. Many of our students have not attended preschool. This provides an opportunity to close the achievement gap.

Goal 2: VESD believes the skill and knowledge of our management, classified, and certificated staff are essential to the success of our low income, English Language Learners and Foster Youth. Using evidenced based instruction and strategies as well as supporting social emotional skills will be used to address the gaps in our student achievement while providing a school climate of diversity of equity and inclusion.

1. Certificated Professional Development: Low income students make up 86% of our student population. In order to meet the needs of our diverse population, trainings are developed in academics and SEL based on our current data.
2. Classified Professional Development: Low income students make up 86% of our student population. Connections in school are important, and often times, students connect with the classified staff as well. Training is based on student data and needs.
3. Collaboration Time: In order for teachers to share/collaborate around successful strategies, coordinate support, and analyze data (to meet the needs of 86% of students who are low income), time is given on Fridays to collaborate.
4. New Teacher Induction: While this is not contributing, VESD provides a two year new teacher induction program to train on VESD initiatives around standards based instruction and SEL.
5. District Support Specialist Training: In order to support our English Learners with integrated and designated instruction, our staff built units of study with ELD standards and provide training on Pathways to Proficiency/Thinking Maps, guided reading, etc. to increase their proficiency in English.
6. Equity and Diversity: In order to support our low income students (86%), our foster youth, and our English Learners, we are addressing equity to include professional development for staff. This is addressed through the development of a program to support equity and diversity with wrap around services at each site using internal and external resources to address the needs of our underperforming subgroups.
7. Administration Onboarding: Develop our leadership team to be able to lead staff in meeting the needs of our diverse population with low income students making up a majority.
8. District Stakeholder Involvement: In order to develop an LCAP with necessary feedback/input, the stakeholders review data and give input to support necessary growth with our low income, foster youth, and English Language learners.
9. Student Teacher Residency Program: While this is not contributing, it will benefit our diverse student population. This program allows VESD to participate in student teacher residency that provides year-long coaching, modeling, and feedback in line with NISL.

Goal 3: The partnership between VESD and our families is very important, therefore we strive to provide as many resources as possible. Classes for homework help, financial literacy, parenting skills, nutrition, citizenship, English as second language, technology resources as well as community resources.

1. Family Resource Center: Staffing and Materials: In order to support our low income students (86%), our foster youth, and our English Learners, the Family Resource Center data shows that many families are accessing our FRC. The FRC is continuing to grow and increase classes and supplies to families.
2. Family Resource Center: Community Outreach: In order to support our low income students (86%), our foster youth, and our English Learners, the Family Resource Center continues to strive to bring resources to our parents who are unable to get them or seek needed services such as medical, supplies, etc.
3. Family Resource Center: Computer Lab: In order to support our low income students (86%), our foster youth, and our English Learners, we have families who need access to technology for training, job applications, etc. The lab provides a needed resource.
4. District Translators: In order to support our English Learner families, we have 2 district translators who assist with all communication including IEPs, parent notices, LCAP translation, meeting translations, etc.
5. Satellite Family Resource Centers: In order to support our low income students (86%), our foster youth, and our English Learners, we have received feedback from families that they cannot get to the FRC. So, we are establishing satellite FRCs at schools to better support our families.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Approximately 86% of our unduplicated students are low income, English Learners, foster youth, and homeless. Due to this large number, VESD believes that these actions will contribute to closing the gap by providing improved services. The Supplemental and Concentration Grant Funds will be utilized to improve services for students by purchasing Chromebooks & providing technology support for students in school and at home. District will continue to provide transportation, supplies for students in order to meet their educational needs. District will continue to work on providing safe facilities, staff development for certificated and support staff. Students will be supported by extended learning experiences such as Summer and Saturday school. District Family Resource Center will also work with parents and provide training and resources so they can assist students at home for home work activities.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$31,609,691.00	\$1,773,181.00		\$4,463,330.00	\$37,846,202.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$28,058,279.00	\$9,787,923.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Low Income	Social Emotional Support for Students	\$1,364,620.00				\$1,364,620.00
1	2	All Low SES, FY, EL	Safe Facilities	\$1,000,000.00				\$1,000,000.00
1	3	Low Income	Standards Aligned Curriculum and Site-based Planning	\$3,276,093.00	\$1,773,181.00		\$1,657,149.00	\$6,706,423.00
1	4	English Learners Foster Youth Low Income	Class Size Reduction	\$1,119,160.00				\$1,119,160.00
1	5	Low Income	Technology and Support	\$900,486.00			\$700,000.00	\$1,600,486.00
1	6	All	Learning for All Plan and Site Recognition	\$200,000.00				\$200,000.00
1	7	Low Income	Campus Safety	\$1,366,067.00				\$1,366,067.00
1	8	All	Careers and Extended Opportunities	\$75,000.00				\$75,000.00
1	9	Low Income	Staffing and Data Analysis	\$127,181.00				\$127,181.00
1	10	Low Income	Assistant Principals	\$1,770,308.00				\$1,770,308.00
1	11	English Learners	English Language Learner Support	\$538,470.00				\$538,470.00
1	12	English Learners Low Income	Student Experiences and Field Trips	\$114,260.00				\$114,260.00
1	13	English Learners Foster Youth Low Income	Expanded Learning Opportunities				\$1,539,401.00	\$1,539,401.00
1	14	Foster Youth	Foster Youth Outreach	\$10,000.00				\$10,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	15	Low Income	Quadrant Schools of Choice	\$2,774,030.00				\$2,774,030.00
1	17	All	Student Health	\$384,358.00				\$384,358.00
1	18	Low Income	Increased Instructional Minutes	\$1,373,540.00				\$1,373,540.00
1	19	All	Develop Distance Learning Plan	\$102,308.00				\$102,308.00
1	20	All	Administrative Oversight	\$264,181.00				\$264,181.00
2	1	Low Income	Certificated Professional Development	\$3,424,630.00				\$3,424,630.00
2	2	Low Income	Classified Professional Development	\$829,835.00				\$829,835.00
2	3	Low Income	Collaboration Time	\$8,455,034.00				\$8,455,034.00
2	4	Low SES, FY, EL	New Teacher Induction	\$278,032.00				\$278,032.00
2	5	English Learners	District Support Specialist Training	\$217,553.00			\$566,780.00	\$784,333.00
2	6	English Learners Foster Youth Low Income	Equity and Diversity	\$332,249.00				\$332,249.00
2	7	Low Income	Administration Onboarding	\$25,000.00				\$25,000.00
2	8	English Learners Foster Youth Low Income	District Stakeholder Involvement	\$49,141.00				\$49,141.00
2	9	All	Student Teacher Residency Program	\$102,308.00				\$102,308.00
2	10	All	Administrative Oversight	\$265,309.00				\$265,309.00
3	1	English Learners Foster Youth Low Income	Family Resource Center: Staffing and Materials	\$519,777.00				\$519,777.00
3	2	English Learners Foster Youth Low Income	Family Resource Center: Community Outreach	\$20,000.00				\$20,000.00
3	3	English Learners Foster Youth Low Income	Family Resource Center: Computer Lab	\$8,000.00				\$8,000.00
3	4	English Learners	District Translators	\$207,163.00				\$207,163.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	5	English Learners Foster Youth Low Income	Satellite Family Resource Centers	\$100,000.00				\$100,000.00
3	6	All	Administrative Oversight	\$15,598.00				\$15,598.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$28,922,597.00	\$35,159,108.00
LEA-wide Total:	\$28,922,597.00	\$35,159,108.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Social Emotional Support for Students	LEA-wide	Low Income	All Schools	\$1,364,620.00	\$1,364,620.00
1	3	Standards Aligned Curriculum and Site-based Planning	LEA-wide	Low Income	All Schools	\$3,276,093.00	\$6,706,423.00
1	4	Class Size Reduction	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,119,160.00	\$1,119,160.00
1	5	Technology and Support	LEA-wide	Low Income	All Schools	\$900,486.00	\$1,600,486.00
1	7	Campus Safety	LEA-wide	Low Income	All Schools	\$1,366,067.00	\$1,366,067.00
1	9	Staffing and Data Analysis	LEA-wide	Low Income	All Schools	\$127,181.00	\$127,181.00
1	10	Assistant Principals	LEA-wide	Low Income	All Schools	\$1,770,308.00	\$1,770,308.00
1	11	English Language Learner Support	LEA-wide	English Learners	All Schools	\$538,470.00	\$538,470.00
1	12	Student Experiences and Field Trips	LEA-wide	English Learners Low Income	All Schools	\$114,260.00	\$114,260.00
1	13	Expanded Learning Opportunities	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$1,539,401.00
1	14	Foster Youth Outreach	LEA-wide	Foster Youth	All Schools	\$10,000.00	\$10,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	15	Quadrant Schools of Choice	LEA-wide	Low Income	All Schools	\$2,774,030.00	\$2,774,030.00
1	18	Increased Instructional Minutes	LEA-wide	Low Income	All Schools	\$1,373,540.00	\$1,373,540.00
2	1	Certificated Professional Development	LEA-wide	Low Income	All Schools	\$3,424,630.00	\$3,424,630.00
2	2	Classified Professional Development	LEA-wide	Low Income	All Schools	\$829,835.00	\$829,835.00
2	3	Collaboration Time	LEA-wide	Low Income	All Schools	\$8,455,034.00	\$8,455,034.00
2	5	District Support Specialist Training	LEA-wide	English Learners	All Schools	\$217,553.00	\$784,333.00
2	6	Equity and Diversity	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$332,249.00	\$332,249.00
2	7	Administration Onboarding	LEA-wide	Low Income	All Schools	\$25,000.00	\$25,000.00
2	8	District Stakeholder Involvement	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$49,141.00	\$49,141.00
3	1	Family Resource Center: Staffing and Materials	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$519,777.00	\$519,777.00
3	2	Family Resource Center: Community Outreach	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,000.00	\$20,000.00
3	3	Family Resource Center: Computer Lab	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$8,000.00	\$8,000.00
3	4	District Translators	LEA-wide	English Learners	All Schools	\$207,163.00	\$207,163.00
3	5	Satellite Family Resource Centers	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$100,000.00	\$100,000.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
			Totals:	Planned Expenditure Total	Estimated Actual Total
			Totals:		

Instructions

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[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 .

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.
- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.